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Minister of Education  
Hon. Bette Stephenson, M.D.

## Curriculum Ideas For Teachers

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This support document to *The Formative Years* provides practical suggestions to assist teachers in devising and implementing learning activities that will enable children to develop a love of vigorous activity, appropriate degrees of strength, and economy of effort in physical activity.

# FITNESS

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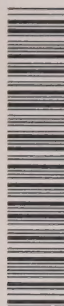
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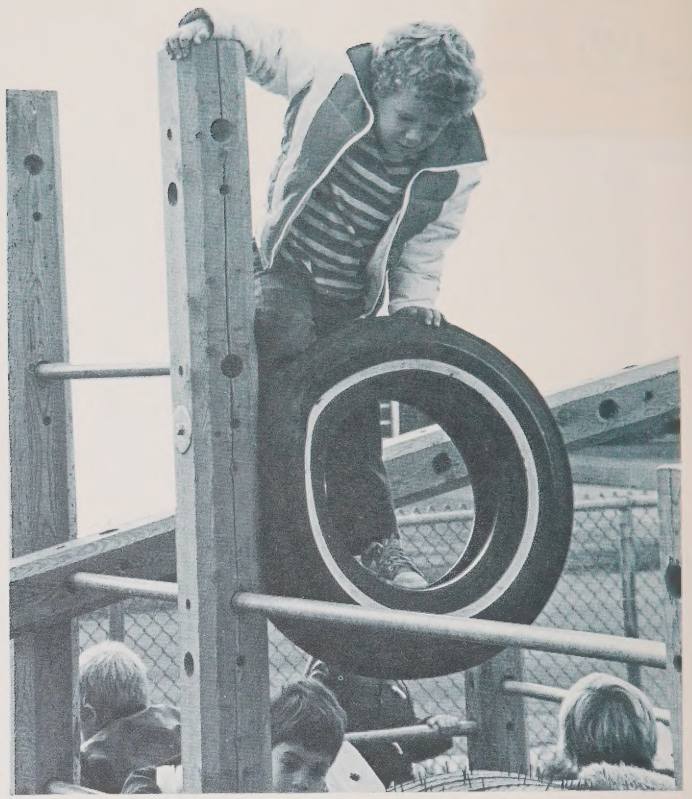
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## Introduction

Children's capacity to function zestfully and constructively in their environment depends on their health and vigour. Children in the Primary and Junior divisions require daily vigorous activity for normal growth and development.

It is particularly important to stimulate young individuals to regular physical activity, for such activity will, in the long run, effectively counteract obesity by keeping the individual within the range where a balance between caloric intake and caloric output is maintained.<sup>1</sup>

Recent research findings relating to physical activity and children reveal the following:

- Activity is essential to the healthy growth of animals, including people.
- Positive psychological drives, physical strength and energy, and heightened activity within the cells of the body appear to occur together.
- Children who participate in many activities and who produce the most school work of various kinds are those who, on the average, are physically sound and energetic, attend school regularly, and are developmentally advanced.

— "There is a decline in cardio-respiratory endurance and an increase in obesity in the school age years."<sup>2</sup>

— "Children need an hour of activity a day to offset obesity."<sup>3</sup>

— Regular physical activity produces organic changes, particularly in the lungs and circulatory system, some of which improve functions for normal living and protect against stress and strain.

— Regular physical activity will eventually increase the density of the bones of the body and their resistance to stress and strain.

— Muscles increase in size, strength, and capacity for work with regular training, thus making the accomplishments of daily activities easier.

— "For the ordinary Canadian child, physical fitness seems to be a decreasing function of age from the time we put him behind a desk in our schools."<sup>4</sup>

— An adequate level of fitness will improve mental alertness, learning capabilities, and the ability to sustain concentration.



1. P.O. Astrand, *Health and Fitness* (Ottawa: National Health and Welfare, Canada, 1974), p.28.

2. R.C. Goode, "The Physical Fitness of Our School Children", *Education Canada* 16 (Spring 1976), no. 4: 26-31.

3. R.B. Goldbloom, *Obesity in Childhood: The Kellogg Nutrition Symposium* (Toronto: Kellogg-Salada, 1976), pp. 80-111.

4. D.A. Bailey, "Exercise, Fitness and Physical Education for the Growing Child — A Concern", *Canadian Journal of Public Health* 64: 421-30



### What Is Fitness?

Fitness means different things to different people. Fitness can be described simply as the ability to undertake daily physical tasks and to engage in a favourite activity without undue fatigue. Obviously, a high degree of fitness will be a major factor in the interest, enthusiasm, enjoyment, and success that one may expect to experience in his/her personal efforts.

Physical education programs must provide regular, vigorous activity to develop the various aspects of physical fitness such as flexibility, balance, agility, co-ordination, strength, muscular endurance, and, in particular, circulo-respiratory endurance. The activity should be sufficiently vigorous to maintain a pulse rate of between 140 and 180 beats per minute for a duration of at least six minutes. As levels of fitness improve, the duration and/or intensity of the activity can be increased.

In the early stages of performing vigorous activities, children's hearts will naturally beat very fast. Over a period of time of exercising, the number of heart beats per minute should decrease. This implies that the work being done by the heart is more efficient and less demanding than was previously the case.

### How to Measure the Activity Level of Children

The rate at which the heart beats (beats per minute) is one of the best measurements of fitness. Stop to feel the pulse beats of each child's wrist or neck after a few minutes of vigorous activity and count the number of beats for ten seconds. By multiplying this ten-second count by six, the beats per minute can be determined.

During the first few vigorous activity sessions, the teacher should stop two or three times to check children's heart rates. Once they become accustomed to vigorous activity, one check per session will be adequate.

There are two popular methods of taking the pulse rate:

1. *Wrist.* Place the middle three fingers of one hand along the edge of the wrist of the opposite arm just below the base of the thumb. Feel gently and you will locate the pulse in the small groove of the wrist.



2. *Neck.* Place the middle three fingers of one hand along the back edge of the pharynx (Adam's apple) and locate the pulse at the side of the neck. Press only hard enough to feel the pulse and use just one side of the neck.





## General Suggestions to Teachers

**Ventilation.** The general-purpose room or classroom must be adequately ventilated during physical activities. If the day is cold, the windows should be left closed until pupils are warmed up, but then they should be opened.

**Dress.** The removal of heavy, restricting outer clothing allows for better performance. In terms of health, the body needs to be ventilated during exercise so that perspiration may be carried off rather than reabsorbed by the body. Running shoes are highly recommended for those participating in vigorous activities. Teachers can encourage suitable dress by setting a good example themselves. This will have a psychological effect, as will the teacher's participation in the activities.

**Safety.** Before the first physical education lesson of the school year, teachers should look into the medical and physical background and condition of their pupils by examining school record cards, and consulting health authorities, parents, and the pupils themselves. The first few days of school are an opportune time for teachers to note any children who are obese and to discuss the situation with their parents.

**Activities.** Certain activities have been suggested for a particular age grouping (e.g., Junior Kindergarten, Kindergarten, and Grade 1). However, teachers may find that some activities listed in another age grouping are appropriate to their class, and they may use them for interest and variety.

Teachers are reminded that the two support documents entitled "Movement" and "Drama", distributed to schools in 1976, provide helpful teaching suggestions and strategies for those areas for the formative years.

The activities listed in this document may be selected by teachers to ensure that a part of each physical education lesson includes vigorous activities. Appropriate activities may also be selected by teachers to form a short classroom fitness-activity session to supplement the regular program in physical education.



## Aims

Physical education programs in the Primary and Junior divisions should be designed to:

- promote physical fitness among children through carefully planned, vigorous activities that will increase their endurance;
- develop in children a love of vigorous activity and appropriate degrees of strength and flexibility;
- counteract the decline of the fitness levels of children.

The following objective should be realized in fulfilling these aims: The child should be capable of doing vigorous activities such as running, skipping, and jumping for at least six minutes. Short rest periods of from ten to twenty seconds may be necessary.

As a program leader in fitness, the principal must:

- encourage a daily, planned program in physical activities;
- provide an effective personal image in fitness;
- co-ordinate maximum and efficient use of the available indoor and outdoor facilities and equipment;
- assist teachers with instructional problems in the fitness part of the physical education program;
- provide for the interchange of ideas with other schools and arrange for the visitation by teachers to exemplary programs.

In order to fulfil these aims, the teacher must:

- provide a fitness component in the daily physical-activity program;
- organize necessary equipment and space to carry out the fitness program for the class;
- become familiar with fitness activities and the resources available;
- devise physical activities that children enjoy and that will affect other activities that they may participate in outside of the school;
- be knowledgeable about each child's active participation in out-of-school activities;
- evaluate the fitness component of the physical-education program.

The role of the school board is to support and promote the concept of daily vigorous activity.



## Fitness Activities

### Junior Kindergarten, Kindergarten, and Grade 1.

Children in this age group are lively, eager, and restless. They seem to be in perpetual motion and they need vigorous activity, but they tire quickly and, in the beginning, need frequent, brief rest periods. Since this age group has a short attention span, physical-activity lessons should be *short* and *frequent*. Thus, a twenty-minute activity session each day is better than three thirty-minute periods a week.

### Fitness Activities – Without Equipment

The key objective of a program for children of this age group is continuous activity. Avoid using games involving elimination. Although most games involve competition and elimination, changing the function of the games allows the objectives for this age group to be met. The following are four popular running games that satisfy these needs:

**Bridge tag.** Select two or three children as taggers, and instruct the other children to scatter throughout the play area. The taggers chase and try to tag as many of the others as possible. If tagged, the children must drop to the floor or ground and form a bridge with their hands and feet. Any child who is not caught can crawl or dive under the bridge, thus freeing a player who has been tagged. Each game should be approximately three minutes in length. If the taggers tire, substitute new taggers.

*Note:* If some of the children show poor upper-body strength and cannot maintain a bridge for very long, allow them to form a bridge against the wall. A player may dash under the bridge to free them.

**Soldier on the line.** One player – the soldier – stands in the centre of the floor. All the other players sit on a line at one end of the room facing the soldier. On your command, the children must get from one end of the room to the other, sit on a line at the other end, and stay there. The soldier must catch as many of the children as possible by touching their backs. Any child who is caught must become a soldier and help to catch the others, as the game continues. When all are caught, begin a new game.

**Stop light.** This game is best played in the schoolyard and controlled by hand signals. Standing on a track or large circle in the yard, point in a direction. All the children then start jogging in that direction. When you put your hands over your head, every child should stop and bounce on the spot. When you put your hands on your hips, all the children run at full speed to touch you. The signals can be varied for three minutes and the direction of the jog can change constantly (clockwise, counter-clockwise). When the hands-on-hips signal has been given, it should be changed quickly when the closest student is about 3 m away. The challenge of trying to touch you seems to be a favourite part of this game for four-to-seven-year-olds.

**Bridges and rivers.** Divide the class into two groups – bridges and rivers. On a signal, the whole class jogs in various directions. When you call “bridges”, all the children who are “bridges” drop to bridge position on hands and feet and all the rivers go under the bridges. On your signal, the whole class resumes jogging. When you call “rivers”, all the children who are “rivers” lie down in a stretched position with all the “bridges” jogging and jumping over the “rivers”. On a signal, the whole class resumes jogging.

*Variation:* Have the “bridges” formed with hands and the wall instead of the floor. “Rivers” may log-roll slowly sideways, instead of remaining still.

**Jungle hunt.** This game can be best played indoors but can be played in a marked-out area outside. Three children are chosen as hunters and each is given a large play ball. If possible, each hunter should wear a distinguishing colour (e.g., red). When the game begins, the “jungle animals” run about the area to escape the hunters, who are in pursuit. To “shoot” an animal, the hunter must use a two-hand underhand throw and score a “hit” by shooting the animal below the waist. Each animal keeps a count of the times he/she is “shot”.

After two or three minutes, new hunters are chosen from the animals that have not been “shot” and a new game begins.

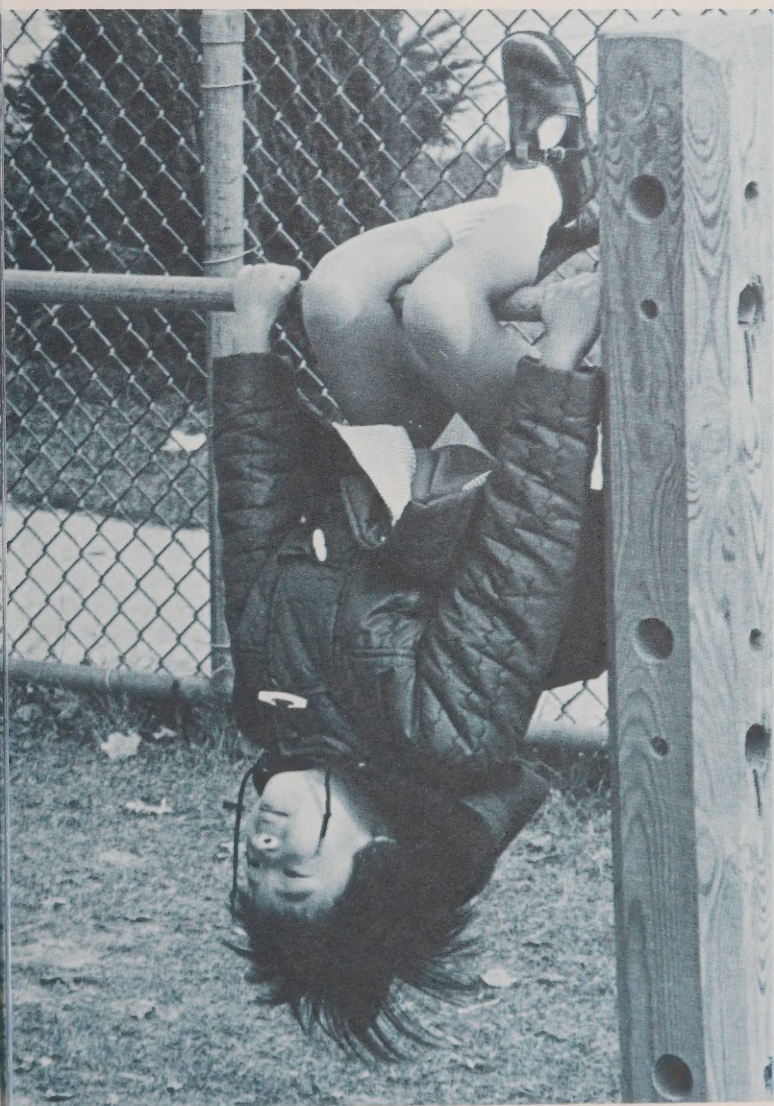
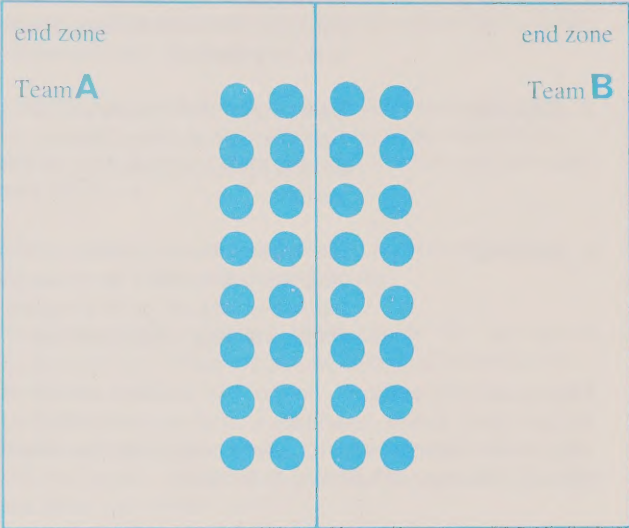




**Fitness Games with Equipment. Wall ball.** You will need three beach balls or light play balls. The class is divided into two teams with each team made up of groups of four players. Teams stand at opposite sides of the room along the sidelines. Place the balls on the floor in the centre of the room. On your command, the players of the first group from each team try to hit or push the balls through the other team using their hands only. The children who are “it” can move anywhere on the floor between the two sidelines; others remain on the sidelines acting as goalies. *Note:* When a ball touches the wall, place it at the centre of the floor. After a group from the two teams has had a minute to play, select a new group from the sidelines and continue the game.

**Jump the shot.** You will need a 3 m rope weighted at one end with a beanbag or a gym shoe. The players are scattered in a circle having a radius of 6 m. Stand (or have a child stand) at the centre of the circle and swing the weighted rope around the circle close to the floor, gradually letting out the rope as the beanbag swings round. All the players in the circle must jump to avoid being hit on the feet. If a rope or the weight touches a player, he/she must leave the circle and run three times around the outside before joining the game again. If space allows, two or three games may be played at the same time.

**Grocery store.** The necessary equipment can be seasonal objects (e.g., snowballs, leaves, chestnuts, beanbags). The play area is divided by a centre line into two areas. There should be a zone about 1 m wide at the end of each area. Use the complete supply of beanbags available. Each team lines up in its own end zone with the beanbags spread across the centre line. On the word “Go”, each player races to get *one* beanbag or object at a time and to return it to his/her end zone. This continues until all the bags are used. The players then run to their opponents’ end zone, get *one* beanbag at a time, and put it in their own end zone. The game can last three to five minutes. At the end the beanbags are counted to decide which team won. Make sure that the beanbags are placed (not thrown) into each end zone.





## Locomotor fitness activities

1. **Running** forward, backward, sideways, on the spot, in a pattern, vary size of steps, vary the speed, to music, knees high, heels up behind.
2. **Hopping** small bounces in place, vary height, from side to side, forward and back, holding one foot behind back, in a circle, in a square, three times on one foot, three times on the other foot, make a quarter turn each time, turning in clockwise direction; first on one foot, then the other.
3. **Galloping** sideways, in a pattern, forward, changing lead foot without hesitation, to a rhythm, with a partner.
4. **Skipping** light, heavy, low, high, with a big step or small step, in a shape, around objects to a rhythm, with a partner.
5. **Jumping** like a kangaroo or a rabbit, standing long jump, to reach a suspended balloon or objects, to make a star shape, sideways, jump and twist.

**Fitness-activity stations.** Four or five children work at each station. Each station constitutes a challenge for each child. After two minutes of activity, the groups rotate to a new station. Stations can be set up as follows:

### Station 1:

**Bunny jumps over a bench** (one bench per child). Each child moves along the bench taking his/her weight on the hands in order to lift the rest of the body back and forth over the bench. The child then walks backwards along the top of the bench to the starting position. The exercise is repeated as often as possible in two minutes.

### Station 2:



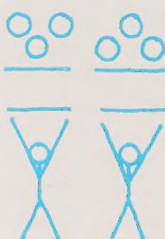
**Pull-ups** (two chairs and one stick per child). Place a dowelling rod or a hockey-stick handle across the seats of two chairs. The children lie down on their backs under the rod and use arm pulls to raise their bodies (all except their heels) up and down five times. This is repeated as often as possible in two minutes with a rest between each set of five pull-ups.

### Station 3:



**Bent-knee sit-ups.** The children do three sets of ten sit-ups at a moderate speed. They rest on their stomachs between each set and then turn over and do the next set of ten. All children at this station do the sit-ups at the same time.

### Station 4:



**Go and fetch** (one object per child). Each child lies down on his/her stomach, 3 m from an object (beanbag, yogurt container, javex bottle, etc.). The child gets up, runs, fetches the object, runs back, and lies down. This exercise can be done in pairs or in a race with a buddy. It is repeated three times. *Variations:* Hopping back; pushing back the object with the nose while crawling; return crawling backwards; log-rolling back.

### Station 5:



**Wall-dropping.** The child stands 2 to 3 cm from the wall with feet together. Keeping the body stiff, he/she leans forward to touch the wall with the hands and then pushes back to a stand. This is repeated.

*Variations:* The distance from the wall can be increased or activity can begin on the knees.

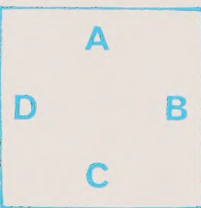
### Station 6:

**Skipping Rope**



**Under and over** (one chair and one skipping rope per child). The child lies on his/her stomach 3 m from a chair. A skipping rope is 3 m from the chair. The child jumps up, crawls under the chair, runs to the rope, holds the rope in one hand and swings the rope under the feet, jumping six times. He/she then drops the rope, climbs over the chair, and lies down in his/her original place. The child listens to his/her heart and breathing. The activity is then repeated.

### Station 7:



**Around the square.** The child travels around the square (approximately 3 m) using various methods of locomotion – (A) on the run, (B) using sliding side-step, (C) on all fours, and (D) backwards.



**Fitness stories and nursery rhymes.** At the Kindergarten and Grade 1 level, the creativity, imagination, and level of contribution of the child is very high. Nursery rhymes can be a source of fitness activities. Not only are most children familiar with them, but the children also learn what the words mean by acting them out (e.g., "Jack and the Beanstalk".) You might tell the story as follows, and have the children extemporaneously dramatize the action:

Jack lived in a house with his mother and a hen that laid golden eggs. One night the hen was stolen. Jack woke up that morning [the children lie on the floor, stretch, yawn, etc.], brushed his teeth, washed his face and arms, and went out to carry a heavy pail of water for his mother. [The children act out each of the actions.] His mother noticed that the hen was gone. "Oh, Jack, someone stole our hen that laid the golden eggs!" Jack knew that it could only be the giant. The giant had a beanstalk that went way up in the clouds. Jack climbed the beanstalk [climbing actions] until he reached the clouds [the children bounce on soft, white clouds]. He saw the giant's castle way off in the distance [jog to the castle]. Jack climbed in through the keyhole [climbing action] and started searching for the hen [the children dash around, in and out of the imaginary rooms]. When he found the hen, he ran quickly back to the beanstalk. "Quick, Jack, the giant's coming! Run! Climb down! Get an axe! Chop the beanstalk down! Timber-r-r [trees falling]. Run! No, go the other way! Timber-r-r!

Other stories or nursery rhymes that can be used include "Jack be Nimble" (pantomime), "Three Blind Mice" (skip to rhymes and run through the actions), "Cinderella", and "Peter Pan". As well, children enjoy acting out their own choice of nursery rhymes and asking you to tell them what it is. Kindergarten children will enjoy puzzling you in this way, or by getting their parents to tell them obscure themes or nursery rhymes from other countries.

*Note:* Throughout these activities, keep talking to a minimum and action to a maximum.

## Grades 2 and 3

Children in this age group are constantly moving. They seldom walk sedately when more interesting forms of locomotion can be explored. Although most activities are done on an individual basis, the children may be ready to co-operate in small groups for short periods of time. They need daily sessions of vigorous movement in which the emphasis is primarily on large-muscle activity and secondly on fine-muscle co-ordination.

### Fitness Activities – Without Equipment

The following games and activities may be used as components of fitness lessons. They should be simple to explain, yet vigorous, and they should involve a minimum number of rules. The children should build up their repertoire of games so that the only directions they require are the names of the games.

It is recommended that pupils have thirty seconds to a minute of "warm-down" where they walk around and observe the change in their heart rates at the conclusion of such activities.

**1. Tag games.** Tag games should be played with a maximum of four pupils in each group.

**Partner tag** (groups of two). One pupil is "it" and chases his/her partner. When the partner is tagged, the roles are reversed.

**Double tag** (groups of four). This game is played in pairs, with the pupils' inside hands joined. One pair tags the other pair using the outside hands.

**Catch one, catch all** (groups of four). One child is "it". This child tags a second child, and the two hold hands. The last person caught is the new "it".

**Sore-spot tag** (groups of two). Players must hold the "sore spot" on the body where they have been tagged, and then chase their partners.

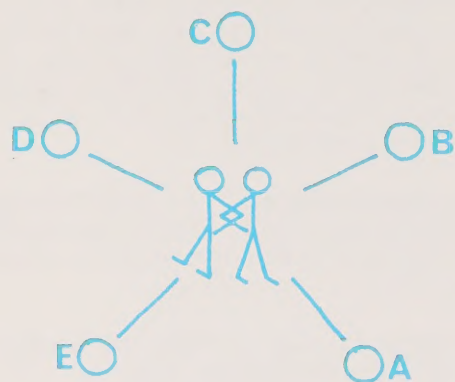
**Freight-train tag** (*Loose caboose, Catch the caboose*) (four in a group). Three pupils line up in single file, each clasping his/her own hands around the waist of the player in front to form a train – engine, car, caboose. The fourth player is "it" and tries to grasp the caboose while the train runs, twists, and turns. When "it" succeeds, the engine drops off and becomes "it".

### 2. Group games

**Hop across.** Two parallel base lines are set up 8 m apart. Each team stands on one of these lines facing the other team. On a signal, each pupil starts towards the opposite line with arms folded, hopping on one foot. Each pupil tries to get to the opposite line without being forced to put down either the free foot or to unfold his/her arms. If either happens, the pupil must join the opponent's team. As soon as a pupil reaches the line, the hopping foot is changed and the pupil tries to cross again. Play continues until one team has claimed all the players from the other team.



**Run for the stars** (teams of two and five markers — A, B, C, D, E — as arranged in the accompanying diagram). The first player stands *facing* marker “A”. The second player stands alongside with his/her *back* towards marker “A”. The two players link elbows and, on a signal, run to marker “A” and back, to marker “B” and back, and so on. One player runs forward and one runs backward each time. The team squats when finished. Each point of the star is approximately 10 m from the centre. The markers may be beanbags, traffic cones, or hoops.



**Numbers.** The pupils run or skip around the play area. You call a number, and the pupils quickly get into groups of that number, squatting or sitting on their hands. At the end of the session you might recognize those pupils who were never left out.

**Follow the leader (Step out).** Groups of four pupils in a line start jogging around the play area. The leader makes various motions with the upper body, and the three pupils following imitate the leader. On the command “Step out”, the last person in the group sprints to the front of the line to become the new leader.

**No-hand get-up.** The players stand on a line facing another line approximately 20 m away. On a signal, the players run to the opposite line, stop, lie down on their backs, fold their hands across their chests, and get up without moving their arms. Each player counts the number of times he/she crosses from one line to the other in two minutes. The activity is then repeated.

**Scoring runs in pairs.** A playing area with two end lines and a centre line is used. Partners stand opposite each other on the end lines. On a signal, the partners run to the centre line, join hands, “wring the dishcloth” once, and then run back to touch their own lines with their hands to score one run. This is then repeated. Each player tries to score as many runs as possible within a time limit. The partners “wring the dishcloth” by joining both hands and turning under the “arch” to one side and back again.



## Races

**Wheelbarrow race.** Partners assume the wheelbarrow and pusher positions. The pusher holds the wheelbarrow at the knees. On a signal, each pair advances to the turning point, where the partners change positions and return to the starting line.

**Consecutive jumps (progressive long jumps).** Everyone jumps in some predetermined fashion to see who can travel the farthest with a given number of jumps. As a variation, the distance may be kept constant, and the object may be to travel the distance in the fewest jumps.

**Bunny jumps.** Each child transfers his/her weight from feet to hands to feet and bunny-jumps to a line a short distance away and back again.

**Tandem run.** Partners stand back-to-back and lock elbows. They then run to a line a few paces away and back again.

**Cartwheel race (or partial cartwheels).** This is an example of a tumbling skill that can be conveniently used as a means of locomotion in a race.

## Fitness challenges

Pupils are required to:

- run sixty steps and walk for twenty steps (gradually increase the number of run-walk sets);
- leapfrog with a partner;
- jog (slow-run) with a partner while talking to him/her;
- jog for as long as possible, trying to increase the distance daily (the child keeps track of the distance);
- play touch down, that is, leave a base line, run up to another line, touch it with the nose, and return to the start. This is repeated several times. *Variation:* Score as many runs as possible in two minutes;
- hop back and forth over a line;
- go on an imaginary hike;
- go on a real hike — up and down hills if possible.





## Fitness Activities With Equipment

Pupils can do some of the following activities:

1. skip in different directions turning a hoop under the feet;
2. pass a beanbag back and forth to a partner as they move about;
3. throw and catch a ball in a scoop while moving quickly;
4. place a hoop (ball, rope, beanbag, etc.) on the floor and:
  - run around it, varying directions;
  - jump over it, varying the type of jump and the direction;
  - jump over it – forwards, backwards, sideways;
  - jump over it as high as possible;
  - place their hands on it and run around;
  - skip around it as many times as possible in thirty seconds, varying the locomotion and direction;
  - use their hands to get over it, varying the approach and retreat, and using forward and backward running;
5. skip with a rope on the spot, around a space, backwards, quickly, on one foot, with feet crossing, with a partner, sideways, or in time to music;
6. have a tug-of-war with a partner using a rope;
7. tow a partner who is on his/her back or seat;
8. make up a pattern of jumps over two ropes using hands and feet;
9. bounce a large ball (beach ball, 8½" play ball, volleyball, or soccer ball):
  - in a scatter formation, on the move, varying the speed, bouncing with either hand, both hands, alternate hands;
  - doing each of the above travelling in different directions and using a different means of locomotion (e.g., skipping);
  - back and forth with a partner while travelling quickly;
  - in groups of five, with four children jogging around the perimeter of a circle while the fifth child in the centre of the circle bounces the ball to members of the group. The centre person and the direction of travel are continually changed;
  - trying, with a paddle bat, to keep the ball bouncing in the air while moving about the space;
10. kick a ball in one of the following ways:
  - kicking the ball, chasing and retrieving it before it stops, and then repeating the activity;
  - kicking the ball in a designated area from one set of goals to another;
  - passing the ball from foot to foot (dribbling) while running;
  - kicking or dribbling the ball across the field and back as quickly as possible;
  - dribbling the ball through an obstacle course while moving as quickly as possible;
  - running up to a ball, kicking it for a distance, and then chasing it to its destination;
  - kicking the ball back and forth to a partner while running about the field;
  - kicking the ball for a distance and then racing with a partner to the ball. The partners decide who will kick next;

11. throw and catch a ball in one of the following ways:

- running in open spaces, tossing and catching the ball;
- tossing the ball back and forth to a partner while running the length of the playing area;
- tossing and catching the ball while bouncing on the spot;
- throwing a ball of crumpled paper at a partner while the partner is running to avoid being hit. If the partner is hit, both players change places; if not, the game continues;
- counting the number of times a beach ball can be tossed and caught over a high rope within a time limit by ducking under the rope to catch it each time;

12. roll and push a ball in one of the following ways:

- pushing the ball quickly through an obstacle course using both hands or either hand;
- rolling the ball and running to retrieve it before it stops;
- rolling the ball across the play area and racing a partner across. The partners decide who will roll it back;
- pushing the ball along the floor while on hands and feet (inverted crab position).

## Fitness Activities

In the beginning, it is advisable to schedule these activities for short periods of time (two to three minutes each). Each activity is followed by a fifteen-second walk on the spot before the next activity is started. You can develop other activities.

*Program (1).* This program requires approximately thirty-six hoops scattered over the floor.

- (3 min) – Pupils run freely between and in the hoops.
  - Pupils run freely within the individual hoops.
- (1 min) – Pupils hop in and out of the hoops on one foot.
- (30 sec) – Pupils continue hopping in and out of the hoops on both feet.
- (30 sec) – Pupils run around the hoops as quickly as possible.
- (2 min) – Pupils pick up the hoops and skip and move with them.
- (1 min) – Pupils run on the spot inside their hoops.
- (2 min) – Pupils do knee push-ups.

*Program (2).*

- (3 min) – Pupils run freely to music (polkas, galloping music, etc.).
- (1 min) – Line-touching – pupils follow your directions (e.g., touch a red line, touch a blue line, etc.).
- (1 min) – Pupils skip.
- (1 min) – Pupils hop on two feet (kangaroo hopping).
- (2 min) – Touchdowns – in pairs – one pupil to one end of the gym; the second pupil to the other.
  - Pupils score touchdowns by touching a line with a hand at the opposite end of the play area and then returning to the starting position.
- (2 min) – Pupils do wall push-ups to strengthen the upper body.



### Rhythmic Fitness Activities

You may have children bring in their own records and develop their own dance steps. Equipment such as parachutes, sticks, and ribbons can also be used to facilitate the teaching of the following activities:

1. Use current and popular music to accompany bouncing on the spot, running, skipping, hopping, and so on.
2. Pupils can bounce a ball, skip with a hoop, bounce on the spot, and so on, in time to music.
3. The following dance titles are recommended: "La Raspa", "Hurry Skurry", "Jingle Bells", "Prairie Circle", "Seven Jumps", "Carousel". All of these are available on 33 $\frac{1}{3}$  or 45 rpm from Can.-Ed. Media Ltd., 185 Spadina Avenue, Toronto, Ontario M5T 2C6.
4. Let the pupils mirror each other's actions while moving to music.
5. Use other fitness records such as: *Chicken Fat*, *Stop It Dragging*, *Hippocrates*, *Chairman Mao's Four Minute Physical Fitness Plan* (available from Griffin House, 461 King Street West, Toronto, Ontario M5V 1K7); Ambrose Brazelton Records, Hap Palmer Records, Bowmar Fun and Fitness Records. Refer to the section on resources on the last page of this document for suppliers.



### Fitness Activities in the Junior Division

This is the period when peer grouping is all-important. At this age most girls and boys are at their most agile and will show an increase in strength and endurance. At this age level, as well, children enjoy competitive activities; those described below are intended to improve the child's performance of skills to some degree, but are vigorous enough in nature to improve the fitness level as well. For this reason, the speed with which the activities are done should be increased as the skill progresses.

The following activities may be included in the regular physical education lesson throughout the year to help improve the skills levels for seasonal games. Many of them may be used either outdoors or inside the classroom to improve the fitness level of the children.

#### Soccer



1. Using one ball per child, have the pupils foot-dribble the ball from one side of an area to the other. The dribbling should continue for two to three minutes.



2. Have the children work in pairs with one pupil 3 m away from the other. Each pair passes the ball back and forth while jogging from one side of the area to the other. Continue the drill for two to three minutes.



3. Place two or three children in a group, each with a ball. Have them dribble the ball in and out of markers, one at a time. On completing the turn on the last marker, they should dribble straight back. The second child starts when the first is halfway through the route. This activity can continue for two to three minutes with the pupils trying to reduce the time required to complete the route.



4. Have the children dribble the ball across the field, shoot at a target (fence), and dribble back. Continue for two to three minutes.



5. Have two pupils keep the ball away from a third child who attempts to intercept the pass. Continue for two to three minutes. The third child should change from time to time.

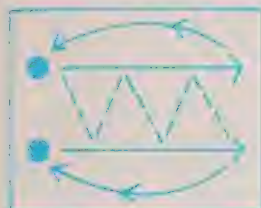


### Team Handball

1. Have pupils jog across an area bouncing the ball ten times, shoot at a target, and run back. This is repeated for two to three minutes.



2. With a partner about 2 m away, pupils jog across the field, passing the ball back and forth until they reach the other side. They then run back with one partner carrying the ball. The drill continues for two to three minutes.



3. Each child jogs around the markers while bouncing a ball, shoots at a target, and runs back. The second child starts when the first has gone halfway. Continue the drill for two or three minutes.



*Note:* For variety in the above activities, a different means of locomotion, such as skipping, may be used on the return trip.

### Basketball

1. While jogging, pupils dribble the ball from one side of an area to the other. They then run back to their places, carrying the ball. This continues for two to three minutes. *Variation:* Pupils change hands, speed.



2. While jogging, pupils dribble from one end of an area to the other. They then stop, turn around (pivot), and dribble back. This is repeated for two to three minutes.



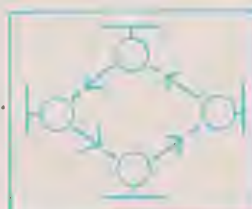
3. Pupils line up facing partners about 4 m away. They slip-step sideways, passing the ball back and forth to their partners. When they reach the other side of the area, they jog back, change places, and repeat the activity. This continues for two to three minutes.



4. *Receive, throw, and run.* The children work in four groups of three pupils each. The pupil with the ball in the first group passes to the first pupil in the second group and then runs around the outside of all the groups returning to the end of his/her line, as in the accompanying diagram. The first pupil in the second group then passes to the first pupil in the third group and runs around the outside of all the groups, returning to the end of his/her own line. The first pupil in the third group receives the ball, throws it to the first pupil in the next group, and then runs around the groups to the end of his/her line. The first pupil in the fourth group continues the drill by throwing the ball to the first pupil in the first group.



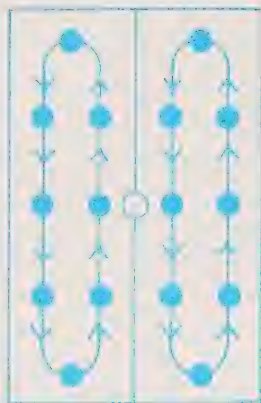
5. Pupils dribble at jogging speed from one basket to another or from target to target on the wall. They shoot once at each basket or target, recover the rebound, and jog to the next. This continues for two to three minutes.



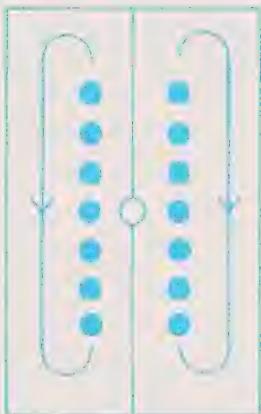


## Volleyball

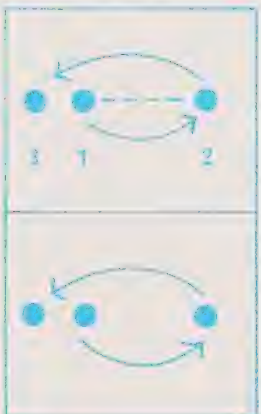
It is suggested that a beach ball be used, if one is available.



1. Partners on opposite sides of a low net (or a rope stretched the length of the court) shuffle side-ways along the net or rope at a jogging pace. They jump at three designated spots so that their hands touch above the net. When they reach the end of the net or rope, they jog back to the other end of the court. The height of the net or rope may be varied according to the ability of the pupils. Continue this activity for a few minutes and then change direction.



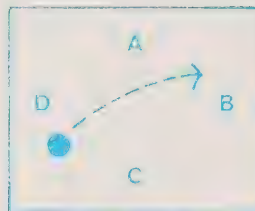
2. Partners are on opposite sides of a net. One partner has a ball. Both jump at the same time, and the partner without the ball attempts to strike the ball held by the other pupil. They should slide sideways after each jump. When the partners reach the end of the net, they jog back to the other end of the court. This continues for a few minutes.



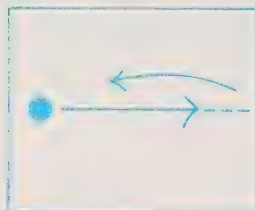
3. This activity requires groups of three pupils. The first pupil passes a ball underhand to the second pupil, who is in front of him/her. The second pupil catches the ball and volleys it to the third pupil and then runs to take the first one's place. The second pupil runs to the third's place after volleying. The third pupil throws the ball to the front. The drill continues for two or three minutes.

## Field Hockey

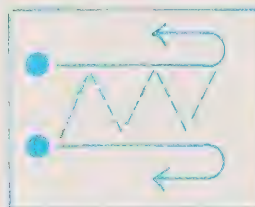
It is suggested that a tennis ball, a "nerf" ball, or an "airflow" ball be used.



1. Pupils dribble the ball about the area, varying their speed and direction.



2. Pupils dribble the ball while jogging across the area, shoot at a target, recover their own rebounds, and return to the starting positions. This is then repeated.

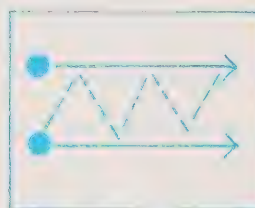


3. Pupils pass the ball back and forth with partners who are about 2 m away while both jog across the area and back.

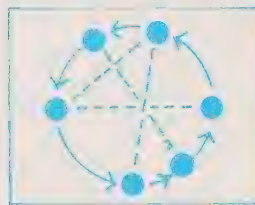
## Floor Hockey

The above drills outlined for field hockey can also be used with floor-hockey sticks and a plastic puck or deck-tennis ring.

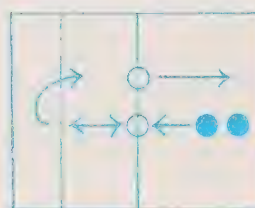
## Touch Football



1. In pairs, pupils pass a ball back and forth while jogging across an area. They vary the type of pass by using both overhand and underhand lateral passes.



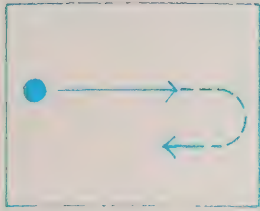
2. In groups of five, pupils jog in a circle 10 m in diameter. The ball is passed from a pupil on one side of the circle to a pupil on the opposite side.



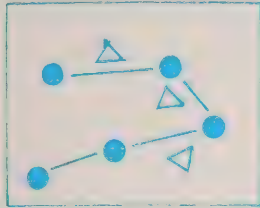
3. This activity requires groups of two. The first pupil runs forward, picks up a loose ball that is 20 m in front of him/her, continues another 20 m, turns, runs back, places the ball on the original spot, and returns to his/her place. As soon as the ball is replaced, the second pupil performs the drill, and so on. To add interest, a shoulder roll may be included after the pick-up.



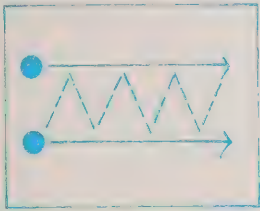
### Ringette (with rubber deck-tennis ring)



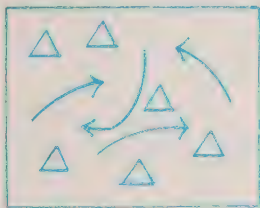
1. Pupils skate across the ice and back with a ringette puck for one minute. They then skate across the ice, shoot at the boards, and return to the original spot. This continues for two to three minutes.



2. In teams of four or five, pupils follow the leader, skating in and out of markers scattered on the ice. The speed should be varied.

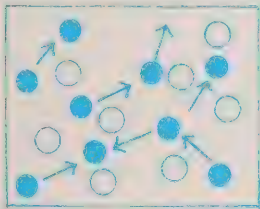


3. Pupils skate across the ice and back, passing the puck to their partners. This continues for two to three minutes.



### Skating

1. Pupils skate in scatter formation, using all of the ice surface. They make patterns and change directions. They skate fast and slow alternately on your signal. They also skate in and out of markers.



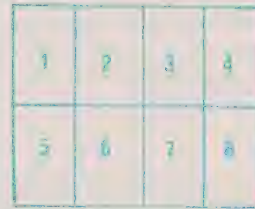
2. Divide the class into two groups. The first group of pupils, who are in scatter formation, run on the spot on their skates, while the second group skate in and out among them. After twenty seconds, the groups change places. *Variations:* Pupils bounce on the spot; pupils jump and do a half turn on the spot.

3. Organize the class in scatter formation with partners. The first pupil pushes the second pupil, who bends forward with hands on knees. After thirty seconds, the partners change places. *Variation:* One partner skates backwards, pulling the other partner.

4. Pupils work in pairs. One partner moves in various ways, and the other partner mirrors the moves.



5. Divide the class into three groups, with one group in scatter formation in each of the three ice-zones. The pupils play partner tag, while skating only in their own zones. When tagged, partners change places with each other.



6. Divide the ice surface into eight areas as in the accompanying diagram. Use the blue line, the red line, and traffic cones, beanbags, or skipping ropes for marking the areas.

Area (1): Pupils "skate the circle" counter-clockwise.

Area (2): Pupils "skate the square", stopping quickly at each corner.

Area (3): Pupils skate backwards.

Area (4): Pupils "skate the circle" clockwise.

Area (5): Pupils move sideways on skates.

Area (6): Pupils skate and coast in crouch position.

Area (7): Pupils skate and coast on one foot.

Area (8): Flower drill: Pupils skate quickly from one corner of the marked areas to the centre of the areas. They stop quickly, skate to the side of the areas, and then skate back to their spots as quickly as possible.

*Note:* Pupils rotate to a new area after one minute. Example: Pupils in (1) to (2), (2) to (3), (3) to (4) . . . (8) to (1).



**Snowshoeing and Cross-Country Skiing**

Activities in these two sports are usually organized away from the school and may only be held occasionally. They add variety to the program, and children should be encouraged to pursue them with their families on an extra-curricular basis. They provide fitness, fun, and skill development for lifetime recreation and result in an increased awareness of the environment and appreciation of nature.

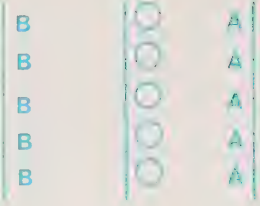
**Orienteering and Cross-Country Running**

In the Primary and Junior divisions, orienteering by using maps and racing against the clock can prove to be a vigorous activity. A course having several stations can be organized within the schoolyard or in a neighbouring park. Keeping the organization simple will ensure a fast-moving and vigorous activity.



**Softball Scramble**

A playing area marked with two side lines and a centre line is required. Partners A and B stand on opposite side lines, facing a ball placed on the centre line. A runs to the centre, picks up the ball, and throws it to B. B catches the ball and runs to return it to the centre line. The partners count the number of catches made within the time limit. The partners should change positions so that B can throw to A.



**Around the Square**

A square playing area is marked off. Players are positioned at each corner, two at "home plate" and one at each "base". One of the players at "home plate" has a ball. On a signal, the player at "home" throws the ball to first base and follows it there. The player at first base catches the ball, throws it to second base, and follows it there to take his/her position at second base. The pattern of throwing and running continues until all five players have returned to their original positions.



*Variations:*

- 1. Have pupils run to first base and back.
- 2. Increase the distance between bases.
- 3. Increase the number of times the team returns to its original position.
- 4. Have pupils perform strengthening exercises on arriving at new positions.
- 5. Have pupils roll or bounce the ball instead of throwing it.
- 6. Use a different size of ball, beanbags, or a sock ball.

**Bat and Run**

A large playing area is used. Pairs of pupils each have a bat and a ball. One player pitches the ball to the other (the batter). Once the ball is hit, both players run to wherever the ball lands. The batter carries the bat. Whichever player reaches the ball first becomes the new batter.

Use plastic equipment or sock balls before using regulation bats and balls.



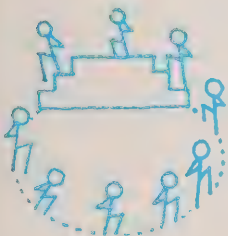
## Activities for the Gym and Playground

**Fitness tag.** One child must tag as many children as possible in a given time. When children are tagged, they go to a fitness area to perform a designated activity such as five sit-ups. They then re-enter the game. As a variation, there may be more than one tagger.

**Jump equipment.** (a) Pupils run and jump over non-fixed equipment such as skipping ropes and beanbags. Balls are not recommended at the Kindergarten level because pupils might land on them and fall. (b) Pupils run and jump over fixed equipment with the help of their hands (vault). The equipment can include agility boxes, balance benches, or a boxhorse.

**Run and touch equipment.** Pupils run and touch as many pieces of equipment as possible in a given time.

### Use of stage.



1. Using the whole gymnasium and a circular type of running pattern, pupils run up the stairs, across the stage, and down. Stress safety in doing this activity.

2. With their hands on the stage at one side and their feet on the floor, pupils jump sideways along the stage, taking their weight on their hands and raising their hips as high as possible.

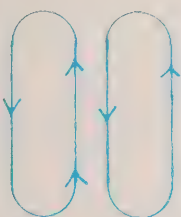


**Halls.** Use the school halls for running. Station older children as guards where safety can be a problem (i.e., doors, corners, etc.).

**Lines.** Pupils run and touch all the different coloured lines on the floor.

**Travel.** Pupils move across an area using giant strides, trying to reduce the number of strides by one each time. The activity is repeated.

**Jogging and running with variety and patterns.** (a) Pupils jog or run, frequently changing directions. (b) As above, with the addition of bouncing on the spot. (c) Pupils jog and run clockwise and, on a signal, alternate stride jumping on the spot and hopping on the spot. (d) Pupils jog or run, changing speeds from slow to medium to fast. (e) Pupils run or jog in a variety of patterns such as a file, a figure eight, or a maze.



file



figure eight



maze

## Activities for the Classroom

### Skier's sit.



With backs against the wall and feet on the floor, pupils hold their bodies in a sitting position for ten seconds.

### Leg thrust.

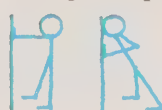


Pupils take a crouch position with their hands on the floor. They thrust their legs as far back as possible, and then return to the original position. This is repeated.

**Knee-forehead touch.** Pupils kneel with their hands on the floor. They lower their heads and bring one knee forward to touch their foreheads. This is repeated changing knees.



### Wall push-up.



With their palms flat against the wall, pupils stand a short distance away. They alternately bend and straighten their arms to allow their noses or foreheads to touch the wall.

### Mad cat.



On hands and knees, pupils sag back and arch their backs, holding the position for a few seconds.

### Calf stretch.



Pupils stand about 1 m from the wall with one foot forward and hands on the wall. They lower themselves to the wall until the muscles in the lower leg are stretched.

### Hip twister.



Pupils lie on their backs with their legs and arms spread. They raise one foot and move it to touch the opposite hand, keeping their shoulders on the floor. This is repeated, using the other foot.

### CAHPER Fitness Test exercise.

These are speed sit-ups from the lying position. The fingers are interlaced behind the head, and the knees are bent. Pupils sit up to touch their elbows to their knees. They then return to the starting position.



## Chair and Desk Exercises

Chairs can be used to perform balancing and strengthening activities and to promote flexibility. The following list of activities is not comprehensive.

### Chair push-ups.



The child grasps the front corners of a chair or desk seat and rests his/her chest on the front edge. The child keeps the back and legs straight and alternately straightens and bends the arms.

### Windmills.

The child sits on a chair or desk, extends the arms to the side, and bends forward, using the right hand to touch the left foot. This is alternated with the left hand touching the right foot.

### Backward pull.



The child sits on a chair or desk, grasps the back of the chair, and pulls downward with the hands. A few seconds of relaxation between pulls is recommended.

### Side stretch.



The child sits on a chair, one arm stretched above the head and the other arm extended downward. The child keeps the back in contact with the chair and reverses the positions of the arms.

### Leg raises.



Sitting on a chair or desk with his/her back straight, the child raises the legs until they are parallel to the seat of the chair.

### Scissors.



Sitting on a chair or desk, the child alternately raises one leg and then the other, making sure to keep them straight.

### Side balance.



Lying on the side across a chair or desk with the right hand touching the floor, the child raises the left arm and left leg and holds this position for a few seconds. The position is then reversed.

### Over the hill.



Sitting backwards on a chair or desk, the child raises the right leg so that the foot crosses the back of the chair to the other side.

### Stomach balance.



Lying across the seat of a chair or desk, the child raises the shoulders, head, and legs to arch position.

## Animal Walks for Strength, Endurance, and Flexibility

### Rabbit.



The child starts in a crouch position with the arms raised above the head to simulate rabbit ears. He/she extends the body to jump up and forward and then returns to a squat position.

### Kangaroo.

This is similar to "rabbit", except that the arms are lowered to the sides for each landing and raised over the head for each jump.

### Frog.

This is similar to "kangaroo", except that the legs are straddled and turned out in the squat position.

### Crab walk.



The child walks in any direction in the crab position (illustrated).

### Cricket.

The child moves by hopping from all four supports in the crab position.

### Seal.

From push-up position and with the toes pointed, the child drags the body with the arms.

### Alligator.



The child travels from the starting position for the "seal", except that the right leg and arm move alternately with the left leg and arm.

### Cat spring.

From a squat the child jumps onto the hands and then lands in the squat position. Participants should be encouraged to stretch their bodies during the flight from hands to feet.

### Lame dog.



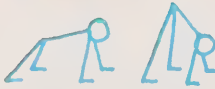
The child walks on two hands and one foot with the other leg raised high in the air.

### Bear walk.



Walking on hands and feet, the child moves the hand and foot on each side at the same time.

### Inchworm.



From front support on the floor, the child walks the feet up to the hands and then walks the hands away from the feet.

### Dizzy spider.

The child travels by turning over from a bridge position to a push-up support to a bridge position, and so on.

### Monkey walk.



The child walks on all fours, keeping the hands close to the feet, and the back high.

### Popcorn.

Everyone imitates a kernel of popping corn. The floor is a frying pan.



## Activities to Develop Upper-Body Strength

Some of the following activities are more appropriate for younger children than are others (e.g., knee push-ups instead of push-ups). Select as many as you need each day to provide variety. You may wish to set up a regular circuit, having the pupils utilize one or two each day. You should incorporate the chinning bars and the ropes when these are available.

### Chin-ups.



Bending the knees if necessary, the child raises the body so that his/her eyes are level with the chinning bar. Lowering the body to the full extension of the arms, the child repeats the exercise as many times as possible.

### Push-ups.



Keeping the body straight, the child raises and lowers the body as many times as possible.

### Knee push-ups.



Using the push-up position from the knees up, the child repeats as in "push-ups".

### Wall pushes.



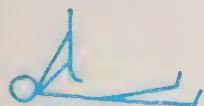
Standing at least one step away from the wall, the child leans forward, touches the cheek to the wall, and then pushes out to the full extension of the arms.

### Rope pull-ups.



Both hands extended over the head, the child bends the knees and does as many pull-ups as possible.

### Rope pulls.



Lying flat on the back beside the rope with the body straight, the child pulls himself/herself up to a standing position.

### Ball squeeze.

A rubber ball in each hand, the child squeezes and relaxes the hands. This is repeated for one minute.

### Hand-wrestling.



Pupils lie on their stomachs in pairs, facing each other. Each pupil presses his/her right hand to his/her partner's right hand. This is repeated using the left hands.

### Cross-hand pull.



The children sit cross-legged in pairs facing their partners. With elbows on knees, they reach across and grasp the corresponding hand of their partners (i.e., right hand to right hand). They pull for fifteen seconds, then relax, then pull for fifteen seconds, then relax, and so on. After a while, the hands are changed.

### Cross-hand push.



In a position similar to "cross-hand pull", the partners push each other instead of pulling.





### Canadian Fitness Awards Program

This program is based on six fitness tests for boys and girls from ages seven to seventeen. The test items are designed to determine the level of fitness, and thus indirectly to test the effectiveness of a physical education program insofar as fitness is concerned. The tests are intended to evaluate specific components of fitness and should not become the sole basis of a physical-activity program.

The following suggestions will assist you in carrying out these fitness tests without taking time from the regular physical education program:

1. Confine the testing to one station with a small group of children, while the rest of the class is involved in regular activities in other areas.
2. Make use of older pupils or volunteers to aid in the administration of the tasks.
3. Organize the testing as an extra-curricular or club activity to be carried out during recess or after school hours.

Information kits for the Canada Fitness Awards Program are available free of charge from:  
Canada Fitness Awards Program  
Fitness and Amateur Sport Directorate  
Health and Welfare, Canada  
Ottawa, Ontario  
K1A 0X6

### Taped Exercise Programs With Musical Accompaniment

Many exercises can be adapted to the classroom even though a teacher may be limited by lack of space. The following programs have proved successful:

- “Fitness Fun” – Peel Board of Education
- “The Health Hustle” – Board of Education for the Borough of Scarborough
- “Let’s Take Five” – Board of Education for the City of Toronto



### Think-and-Do Fitness

#### For the Teacher

- Have children in small groups trace an outline of one or more of their bodies. Have them locate as many external parts as they can.
  - Have the children use a chart to locate the rib cage. Get them to see and feel what happens to their rib cages as they inhale and exhale.
  - Discuss with the children what is meant by the expression “being winded”. Solicit some expressions from the children.
  - Establish the importance of physical activity inside and outside of the school. Relate this to the school’s physical education program.
  - Have the children keep personal records for a few days or weeks of the types and amounts of exercise activities that they do both outside the school and in school.
  - Have the children discuss the causes and effects of panting and fainting.
  - Undertake a thorough class study of weight control, relating food intake to physical activity. Use the fitness wheel obtainable from the Ontario Heart Foundation, 576 Church Street East, Toronto, Ontario M4Y 2F1.
  - Form a fitness club, skipping club, jogging club, or bicycle club, and set a goal to travel to a distant city by accumulating a certain number of metres each week.
  - Arrange to have a family cross-country jog in the community.
  - Invite a local athlete to speak to the class on his/her training methods and discuss with the pupils the importance of circulo-respiratory fitness for athletic performance.
  - Have a doctor speak to the class on the physiology of circulo-respiratory fitness and its importance in daily living.
  - Check recovery rate by having the class run 100 m, then taking pupil heart rates at one-minute intervals following the run to determine how long it takes each child to return to his/her resting heart rate.
  - Develop individual programs for pupils to enable them to work on joints with poor flexibility.
  - Invite a physiotherapist to speak to the class on the importance of flexibility in the prevention of athletic injury.
  - Have pupils interview a professional or semi-professional athlete about the pleasures he/she derives from competing.
  - Discuss with the children whether or not they achieved a feeling of well-being after participating in a variety of physical activities and if this was beneficial to their personal outlook.
  - Videotape the children’s movements and then have them observe themselves to assess the efficiency of their movements.
  - Design a fitness-oriented game in the classroom in which the children progress to a new station after a required activity is performed satisfactorily at one station.
  - Have a recreation director or other community leader speak to the class on activity facilities in your community (fitness trails, cycling paths, etc.).
  - Research dance and music forms from different areas of the world and select appropriate dances for the class.
- Consult C. V. Mynatt and Bernard D. Kainman, *Folk*



*Dances for Students and Teachers* (Dubuque, Iowa), 1976, \$6.95. Available at Can.-Ed Media, 185 Spadina Avenue, Toronto, Ontario M5T 2C6.

### For the Pupil

In completing "Think-and-Do Fitness", pupils will:

- listen to the heart beats of a friend by using a simple stethoscope made of a tube from a roll of paper-towelling;
- design a personal fitness program and record his/her progress for a month or longer; strength levels should be tested every two weeks;
- plan and prepare for a mini-Olympic day or a sports festival;
- evaluate their own expected lifetime activities in terms of circulo-respiratory fitness;
- measure the endurance levels of their various muscle groups (e.g., those of the upper body) by doing an arm-hang from a chinning bar and one minute of bent-knee sit-ups. The correct form should be stressed and pupils should count the number of sit-ups completed. (Refer to the CAHPER Fitness Test, available at the Canadian Association for Health, Physical Education and Recreation, 333 River Road, Vanier, Ontario K1L 8B9);
- discuss (a) the activities that would contribute most to muscular endurance, (b) the activities that would contribute most to strengthening specific parts of the body;
- perform exercises for improving flexibility in the stomach, back, shoulders, legs, and arms;
- discuss what pleasures are derived from different exercises and why;
- discuss some of the discomforts derived from certain exercises and why;
- list ideas that would make activities more enjoyable;
- measure their own levels of fitness and skill using the Canadian Fitness Award Program;
- set a goal (challenge) for themselves in a particular physical activity (e.g., to run a kilometre in less than eight minutes);
- work towards a goal and discuss whether they feel that they have accomplished it;
- reflect on what body parts are used to perform a given activity and how those parts were used in the skills attempted (e.g., striking a ball);
- attempt a variety of locomotor activities and determine situations when they would be most useful (e.g., runs, walks, jumps);
- compile lists of Canadian performers in each sport, record their best performances, and compare these records with those of other international athletes (refer to general encyclopedias or sports encyclopedias);
- research and write a biography of a Canadian or international competitor;
- study track-and-field records from recent Canada Games;
- trace how the records of international competitors or provincial competitors have improved over the last twenty years, and speculate on why this might be so;
- study the rules of etiquette found in a particular sport and discuss the reasons for the development of these rules;

- observe a sporting event and make a list of the incidents of displays of etiquette;
- collect equipment and uniforms from previous years to start a sports museum;
- visit local recreational facilities available in the community, and make a map of them;
- list activities in which they would like to participate after leaving school.

### Films

Films distributed by the National Film Board may be purchased in 16 mm or video-cassette form through any of the NFB offices in Ontario.

*Feeling Great*. National Film Board, 1974. 16 mm, colour, 21 min. \$210.00.

*Fitness Trails*. National Film Board, 1977. 16 mm, colour, 6 min. \$60.00.

*Our Wonderful Body – How We Keep Fit*. Coronet Films, 1973. 16 mm, colour, 10 min. \$165.00. Available from:  
Coronet Instructional Media Ltd.  
200 Steelcase East  
Markham, Ontario  
L3R 1G2

*I Feel Fine*. National Film Board, 1975. 16 mm, colour, 13 min. \$175.00.

*Physical Fitness and Good Health*. Magic Lantern, 1969. 16 mm, colour, 10 min. \$210.00. Available from:  
444 Pearl Street  
Burlington, Ontario  
L7R 2N1

*Run Dick, Run Jane*. International Tele-Film Enterprises, 1974. 16 mm, colour, 20 min. Rental: \$25.00; purchase price, \$324.00. Available from:  
International Tele-Film Enterprises  
47 Densley St.  
Toronto, Ontario  
M6M 5A8

*The French Solution*. National Film Board, 1977. 16 mm, colour, 9 min. \$85.00.

*The Good Life*. Participaction, 1976. 16 mm, colour, 26 min. \$300.00. Copies may be purchased from:  
Participaction  
80 Richmond Street West  
Toronto, Ontario  
M5H 2A4

or on loan from Ontario Ministry of Culture and Recreation offices.

*Your Move*. National Film Board, 1974. 16 mm, colour, 22 min. \$210.00

### Posters

Fitness posters are available free of charge from the Ministry of Culture and Recreation, Sports and Fitness Division, 77 Bloor Street West, Toronto, Ontario M7A 2R9, and from Recreation Canada, Fitness and Amateur Sport Branch, Department of National Health and Welfare, 365 Laurier Avenue West, Ottawa, Ontario K1A 0X6.



## LP Records

*Chairman Mao's Four Minute Physical Fitness Plan.*  
Celestial Arts Records. \$4.75. Available from:  
Beaver Books  
953 Dillingham Rd.  
Pickering, Ontario  
L1W 1Z7

*Chicken Fat.* Kimbo, 209. \$2.75.

*Stop It Dragging*, Side 1, and *Hippocrates*, Side 2.  
Rhythmics Productions, 1976, C241. \$8.95. Available from:

Can.-Ed Media Ltd.  
185 Spadina Avenue  
Toronto, Ontario  
M5T 2C6

*Fun and Fitness.* Bowmar Records, 136. \$7.30.

*Music for Physical Fitness.* Bowmar Records, 135. \$7.30.  
Available from:

Thomas Nelson & Sons  
81 Curlew Drive  
Don Mills, Ontario  
M3A 2R1

## Resources and Key Addresses

### Audio-Visual Materials

*Fit-Kit* Ottawa, Recreation Canada, 1975. \$4.95. Comprehensive fitness information and testing package designed for adults' home use, includes step-test record, pamphlets, charts, and a fitness calculator. To order, send a cheque made payable to the Receiver General of Canada to Fit-Kit, Mail Order Section, Printing and Publishing, Department of Supply and Services, Ottawa, Ontario K1A 0S9.

### Books

Chatwin, N. *Physical Education for Primary Grades.*  
Toronto: J. M. Dent and Sons, 1956.

Cooper, K. H. *Aerobics.* Toronto: Bantam Books of Canada, 1968.

Ewing, N. *Games, Stunts and Exercises.* Toronto: Copp Clark, 1964.

Forte, I., and Mackenzie, J. *Try Squiggles and Squirms and Wiggly Worms.* Weston: Moyer Vico, 1978.

Johnson, P. B.; Updyke, W. F.; Schaefer, M.; and Stolberg, D. C. *Sport, Exercise and You.* Toronto: Holt, Rinehart and Winston, 1975.

Lalonde, M. *A New Perspective on the Health of Canadians.* Ottawa: National Health and Welfare, 1975.

Orlick, T., and Butterill, E. C. *Every Kid Can Win.*  
Chicago: Nelson-House, 1977.

Saint-Jean, Jacques. *Santé et Joie de Vivre Par le Jogging.*  
Montreal: Lidec, 1974.

Schoeder, J. *Physical Skills for Young Children.* Don Mills, Ont.: Collier Macmillan, 1973.

## Booklets/Pamphlets

*Family Fitness.* Available free of charge from Standard Brands of Canada Limited, 550 Sherbrooke Street West, Montreal, Quebec H3A 1B9. Contains general fitness information and hints about various physical activities to improve personal fitness levels.

*Family Fittogether Program* — Available free of charge from Ministry of Culture and Recreation, Sports and Fitness Division, 77 Bloor Street West, Toronto, Ontario M7A 2R9. A program to encourage both individual and family participation in achieving a high level of physical activity.

*Fitness and Fun.* Available free of charge from American Association for Health, Physical Education and Recreation, Youth Fitness Program, 1201 16th Street N.W., Washington, D.C. 20036. Contains information about the AAHPER program.

*Fitness Trails.* Available free of charge from Health and Welfare Canada, 365 Laurier Avenue West, Ottawa, Ontario K1A 0X6. A technical booklet that provides detailed information about site selection, trail layout, construction of exercise stations, and trail use.

*Fitness Wheel.* Available free of charge from Ontario Heart Foundation, 576 Church Street, Toronto, Ontario M4Y 2F1. This is an interesting device that indicates the amount of activity required, in minutes, to burn away caloric intake.

*Food and Fitness.* Available free of charge from Blue Cross, 150 Ferrand Drive, Don Mills, Ontario M3C 1H6. This collection of brief articles is concerned with exercise, diet, and nutrition.

*A Guide to Personal Fitness.* Available free of charge from Sports and Fitness Division, Ministry of Culture and Recreation, 77 Bloor Street West, Toronto, Ontario M7A 2R9.

*Nutrition Education Kit.* Available at free workshops entitled Big Ideas in Nutrition Education. To arrange for a workshop contact: The Nutrition Education Co-ordinator at the Ontario Milk Marketing Board, 50 Maitland Street, Toronto, Ontario M4Y 1C7.

*Health and Fitness.* Available free of charge from National Health and Welfare, 365 Laurier Avenue West, Ottawa, Ontario K1A 0X6.

*Physical Fitness in Your School.* Available free of charge from York-Toronto Lung Association, 157 Willowdale Avenue, Toronto, Ontario M2N 4Y7. A practical guide to fitness for senior elementary and secondary school students.

*Young Olympians of Canada Program.* Available from Canadian Olympic Association, Olympic House, Cité du Havre, Montreal, Quebec H3C 3R4. \$1.00. A tested mass-participation program designed to encourage and reward boys and girls for continuous year-round, healthful activity over a span of three years.







